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ABSTRACT

This manual describes group process and relates it specifically to alcohol education and to a pilot study conducted in cooperation with the Milwaukee Public Schools. It reports on an effort to prepare teachers to use group process techniques in alcohol education, and on their subsequent use of the process with their high school students. The manual could be a valuable resource for those who prepare teachers to meet classroom responsibilities. The first part presents strategies for the classroom. It gives an overview of group process, discussing why it is worth trying, and how to prepare, use, and evaluate it. A subsection on techniques for alcohol education explores decision-making, and offers discussion hints and suggested activities. The second part describes the pilot study. It discusses an inservice workshop, describing teacher preparation and data collection, and comparing teachers' preconceptions with their experiences after using the material. This second part concludes with a discussion and recommendations; it recaps the project design, and presents pros and cons of the group process approach. (Author/JLL)

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GROUP PROCESS IN ALCOHOL EDUCATION

with

Strategies for the Classroom

and

Pilot Study

conducted in the

Milwaukee Public Schools

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FOREWORD

The American Driver and Traffic Safety Education Association (ADTSEA) recognizes that some people do drink and drive. In fact, the Association published, in 1973, a booklet entitled *People DO Drink and Drive*, a guide to personal decisions for high school youth. It was a thought-provoking, discussion-oriented approach to help students, teachers, and parents zero in on beverage alcohol as it relates to them. The immediate acceptance and wide demand for the booklet (reprinted within six months of initial release) reinforced our conviction that the group process approach held promise for driver education teachers and others concerned with youth, alcohol, and driving.

The group process technique is not used extensively by the majority of teachers. It requires careful teacher preparation and sensitivity if it is to be successful. Ideally, it requires special teacher training at workshops under the direction of qualified professionals.

For these reasons, and because education about alcohol is as much concerned with attitudes as with facts, ADTSEA undertook development of *Group Process in Alcohol Education* and the *Pilot Study* described in this manual. Conducted in cooperation with the Milwaukee Public Schools, the study first introduced a group of driver education teachers to the concepts and procedures and, secondly, reached into the Milwaukee schools, through these same teachers (facilitators) to offer youngsters opportunities for learning through group process.

This manual describes group process as a function and relates it specifically to alcohol education and to the pilot study mentioned earlier. It reports on an effort to prepare teachers for use of group process techniques in alcohol education and on their subsequent exposure of the process with their high school students.

It could be a valuable resource for those who prepare teachers to meet classroom responsibilities. Indeed, properly prepared graduate or un-

dergraduate students, *i.e.*, those who have solid preparation in group dynamics, may profit by using this manual as a text.

Obviously, the group process technique is not for every teacher. It's use requires a mature, well-prepared, and informed person. Lacking competency in the approach, a teacher who attempts to put it into practice could, indeed, be a negative learning influence. Group process is neither an indoctrination nor a therapeutic tool. It does not guarantee that students' attitudes and values will be changed; this could happen but often, it won't. And, it should be noted, current attitudes do not always predict future behavior. Group process, then, is obviously *not* a guaranteed panacea or cure for local "drinking" problems. The process is not meant to be lightly treated. It sometimes exposes raw nerves, and it requires delicate handling. Any teacher/facilitator utilizing this technique must be aware of and sensitive to customs, mores, and laws in the state and community, *e.g.*, the school's policy with regard to athletics and abstinence. Furthermore, group process should be a part of and joined with reliable factual information and audio-visual materials.

There are many who feel that driver education students (typically tenth grade level) are not sufficiently mature to handle this type experience. Many of these same persons see the process as having true merit if used in an advanced course, say at the twelfth grade level. Indeed, joint efforts with other disciplines, *i.e.*, social studies, health, and family living are logical possibilities to be explored.

Finally, the contents may displease those with rigid views favoring either total abstinence or any and all extremes of drinking. This concern is unwarranted as it is not the purpose of this material to either teach people to drink or not to drink. Nor is its purpose to encourage or discourage drinking.

And, what *is* drinking? The word, because of its common usage, sounds quite simple. It is not. "Drinking" embraces a wide spectrum of alcohol behavior ranging from an occasional drink to a "binge" or grossly excessive experience. And, there are those who don't drink at all. Thus, "drinking" has many different meanings to different people depending on values and expectations. Even the expression "moderate drinking" holds different meanings to different people. It can even vary for individuals in terms of personal weight, drinking experience, and role in life.

While the Association does not present these materials as a panacea for the challenging task of educating youth with regard to beverage alcohol, we do feel that the approach merits consideration by thoughtful educators. For, in the hands of sensitive, carefully prepared teachers, it holds promise for helping to meet the needs of young people.

Donn W. Maryott, President, 1976–77
Allan E. Cafferty, President, 1977–78

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Jerome W. Witherill, University of Wisconsin, Whitewater, project researcher, conceptualized the application of the group process approach to alcohol education, and he prepared the various drafts of this manual. Additionally, Dr. Witherill was teacher of the Pilot Study Workshop. Neal H. Rathjen, Milwaukee Public Schools, was consultant throughout the project and served as liaison with school system personnel as well as Workshop Coordinator for the Pilot Study.

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PART I

STRATEGIES FOR THE CLASSROOM

INTRODUCTION TO PART I

One aspect of the enormously difficult task of formal education is that, while schools try to help individuals to think independently, to make decisions, and to answer questions, frequently young people do not really know what questions they want and need to answer. Even when the questions are known, students may reject—or find confusing—the answers suggested by their peers, families, churches, teachers, or others. In turn, teachers ask, "How do we know when, in fact, students have learned?" And, perhaps the most abiding of all teachers' questions, "What classroom techniques best help students to reach the goal of independent decision-making and problem-solving?"

Although there is no one answer, it is possible to explore the question of classroom technique and to offer some suggestions for group learning experiences which, at the least, could enhance the educational program for young people. The use of group process in learning is certainly not new. Some teachers use groups regularly. The suggestions included here may be of particular use in connection with alcohol education as well as with other discussion topics involving individual choices.

The group technique offers several important advantages. Every member of the class (including the teacher) can function both as a teacher and as a learner. Student involvement is maximized because small groups allow several students to offer ideas simultaneously in their respective groups. In addition, students are able to interrelate and to develop feelings for one another on a more personal basis than general classroom discussion allows. The potential range and depth of small group discussion enhance its value as an important learning experience.

WHY GROUP PROCESS FOR ALCOHOL EDUCATION?

Today, much factual information about alcohol is available. But abusive use of beverage alcohol persists, and it is reasonable to conclude that merely grasping facts does not necessarily influence behavior. For students to use these facts, they must see them as having meaning and relevance in their lives. This is where the group process fits in. It can help students integrate facts with day-to-day life experiences.

Through group process, students can better understand themselves and others. They can experience individuality and learn to accept differences in others. Group interactions also help students clarify personal positions on issues and grow in their problem solving abilities. Additionally, group process provides opportunities for students to learn to communicate their feelings and to discuss them with others.

The group process helps students develop skills in acquiring and evaluating alcohol information (facts) as they engage in dialogue through various activities. Participation in group process relates education—specifically, alcohol education—to the real world.

TEACHING WITH GROUP PROCESS

The key to meaningful group process is the teacher's ability to create an atmosphere which is viewed by students as emotionally safe, and one in which they can trust enough to express their ideas, feelings, and values. The classroom must be a place where differences are expected, respected, and encouraged; where students are challenged not threatened; and where learning is regarded as an active process. In such a classroom, inquiry and empathy will abound and students will grow in self-understanding, acceptance of others, and rational decision-making.

Maintaining a classroom atmosphere conducive to group process demands that teachers continually raise their own consciousness of the human interaction taking place in the class. Consciousness-raising considerations for teachers include:

- Learning to communicate appreciation for what is said and felt
- Learning to teach less to allow the group to learn more
- Learning that what the teacher says is not as important as what the group wants to know
- Learning to help the group develop its own understanding
- Learning that when people argue, what they say is less important than how they feel

Communicating appreciation for what is said and felt

People learn to respect and accept others by being respected and accepted themselves. They can then express the respect, kindness, and concern for people that are necessary in group process situations. In such a group, insecurity is diminished and members feel free to participate and to grow. Comments such as, "I understand how you feel" and "That must be important to you" indicate that others heard what was said and empathize with the feelings of the individual who shared his thoughts. These responses do not evaluate (agree or disagree with) the content of what was said, but they do communicate respect for the individual for having stated his point.

Teaching less to allow the group to learn more

Most people need to become better listeners. This is especially true of teachers. Traditionally, teachers have tried to pour forth knowledge and wisdom to students. In a group discussion, however, the leader's role is to ask open-ended questions and to be a good listener. This skill of helping and encouraging others to express themselves is based on the concept that, "I have to hear what I say before I know what I am thinking." In other words, helping a person verbalize his thoughts will help him to clarify and organize them.

Another saying which expresses the value of self-expression is:

Tell me and I will forget.
Show me and I will remember.
Let me and I will understand.

People learn little from the experiences of others, but they learn a great deal from their own experiences. In the last analysis, people grow and develop from their own efforts.

What the teacher says is not as important as what the group wants to know

The teacher's responsibility is to help the group discuss its own answers to its own questions and to provoke its consideration of the alternatives and consequences of its responses. Non-threatening, open-

ended questions should be posed by the group leader: "What was your reaction to . . . ." "How do you feel about . . . . ?" "What is your opinion of . . . .?" etc. The teacher should refrain from making judgments of the responses of students by labeling them as "good" or "bad." Teachers must keep in mind that their function is to help group members to come to grips with what they believe and feel about the issue, and not to tell them what they ought to believe and feel about the issue.

Helping the group to develop its own understanding

The teacher needs to know that sometimes students say one thing but really believe something else. Often this is a result of thinking which is controlled by emotions. When this happens, a person may produce facts to justify feelings, rather than reason from facts to conclusions. The teacher will need to ask clarifying questions: "Did you say . . .?" "Dave, what did you think Jane said?" "What did Sue say to make you feel that way?" etc.

The teacher should remain neutral and avoid arguing with group members, thereby allowing them the freedom to determine their own positions on an issue. Questions which require group members to define and clarify their feelings should be asked. They will promote understanding. "How did you come to that position?" "What convinced you to believe as you do?" "Have you considered . . .?" "What points would be given by people who do not agree with your position?" "Is there anything which would convince you to change your position?"

When people argue, what they say is less important than how they feel

To argue with what has been said often produces resentment and defensiveness. The teacher needs to tune into personal feelings with respect and understanding, and to provide an opportunity for their expression in the group. A response such as, "I see what you mean." "How did you feel when Sheila said that?" or "What are you feeling right now?" should stimulate the expression of feelings and an investigation into their causes. It may also be helpful to have the person who is expressing his feelings restate the original speaker's comments to insure that what was said and what was heard are the same.

The teacher also needs to help the group understand that discussion is not intended to sell a point to anyone. Rather, it is intended to help each person to express feelings, thoughts, and beliefs. In the end, each person must decide for himself.

PREPARATION FOR GROUP PROCESS

Prior to launching into group process activities, it is essential that the students feel comfortable with each other. A feeling of comfort can be achieved as each student learns the name and something about each of the other students. In describing this process, teachers often use the phrase, *'get to know one another,'* yet its meaning is often obscured by the familiarity of the words. Here is another way of saying it:

Who is the person sitting next to you?

You might say a name, and describe how tall he is, and the color of his eyes and hair. But none of these things are what the person is. A person is invisible activities.

Who then is this person sitting next to you?

The person sitting next to you is suffering.

He is working away at problems. He has fears. He wonders how he is doing. Often he doesn't feel too good about how he is doing; and he finds that he can't respect or be a good friend of himself. When he feels that way about himself he has a hard time loving others. When he doesn't feel good about himself, and finds it hard to love others, he suffers. . .

The person sitting next to you has a right to be a person; that is, he has a right to choose and decide, to have a private life of his own. He also has a right to be understood. And unless he can be understood by other people he is thwarted from being a person. . .

The person sitting next to you is an inexhaustible sort of existence. Within him are energies that have only been partially awakened. Nine-tenths of his possibility has not been touched off. There is all kind of good that is struggling to be born from way within that per-

son. There are also worries, fears, hates that are struggling to get themselves expressed. Sometimes, if only these could be expressed, he would be free to love other people. . .

Thus the person sitting next to you is a cluster of memories of the past and expectations of the future. He is really a whole colony of persons, of people met all during a life. Something of these people has entered into this person forever. So that the person sitting next to you is really a city—a community. In that community live the father and mother of this person, the boys and girls with whom he played most, the people with whom he went to school, all the live things of this world that came and interacted with this person. They are still deep within.

That person sitting next to you is the greatest miracle and greatest mystery that you will ever meet. The person sitting next to you is sacred.

—Dr. Ross Snyder
Chicago Theological Seminary

If youngsters can catch this spirit, the potential for real communication is unlimited. Through effective group planning, the teacher can become the crucial catalyst in helping students to achieve that most important goal—getting to know one another. Often, students associate with a particular set of classmates. Through specific group organization patterns, students can expand their acquaintances and begin to understand how others outside their immediate circle of friends feel and think. For example, in some cases, students can be placed in groups with classmates they don't know well. In other situations, they might meet with students with opposing views. Still other times, students may be allowed to choose their own groups. There are several possibilities. Group organization itself can be a learning experience for class members, both individually and collectively. As the class members become acquainted with each other, the group process will become more effective and beneficial.

Getting to know each other

There are several techniques which facilitate students getting to know one other, but regardless of the approach, concern and effort are required on the part of each person. One method for helping students to get to know each other is to start each class with all the students sitting in a large circle. Going around the circle, students spell their names and share something about themselves. Students will sit in the same position at the beginning of each period which allows each student to associate names with people. After three or four class meetings each person should be able to identify every other member of the class regardless of the seating arrangement. The teacher can serve as an important model and motivator by learning and using the name of each student. This can

be time consuming but the time will prove to have been well spent as the students grow in their willingness to communicate.

Another approach to help students get to know one another is to have each person write his name at the top of a sheet of paper. At the bottom of the same sheet, the student can write a statement which describes how he is unique—different from anyone else in class. In the center of the sheet can be drawn a picture that represents the student doing something, a symbol, a self-portrait, etc. The class is then organized in groups of four or five students. In a designated order, the students explain what they have put on their sheets. Then they can ask each other questions or make comments about what each has said. The advantage of this approach is having each student get to know a few people at a time. At the conclusion of the first session, the groups can be reorganized and discuss their sheets with different people. Each person can change or add comments to the sheet prior to the second sharing. It is helpful to have the group members write the names of each other group member at the beginning and end of the group experience. The students can help each other by encouraging—not criticizing—those who make mistakes. From this experience, the class can go to the large circle with each person knowing five, six, or more people. This experience can also provide numerous opportunities for initiating discussion about feelings and behavior, in addition to helping students to get to know one another.

Questions for discussion:

- Why do some people learn names easily and others have real difficulty?
- How do you feel when you call someone by the wrong name?
- What are your feelings when someone calls you by the wrong name?

Understanding communication

The following activity can be used to further getting to know one another and at the same time to help students understand the abilities, limitations, and influencing factors of communication. Understanding communication and miscommunication is essential to successful group process.

The students are organized in pairs and then asked to seat themselves back to back. Each student is given a sheet of paper and asked to draw five or six geometric figures on the sheet in any way he chooses. One of the pair (student nearest the front of the room, nearest the door, oldest, etc.) is designated as the teacher. The other person of the pair will be the student and is asked to turn the paper to the blank side or is given a clear sheet of paper. The "teacher's" task is now to "teach" the student—without the student seeing the teacher's paper—how to draw the

geometric figures the teacher has on his paper. The student is to remain mute during the experience.

When the process is completed, they compare drawings—the teacher's with the student's—and note differences. After discussing how the difference occurred, in terms of what was said and what was heard—or the interpretation of what was heard—the partners switch roles and repeat the exercise.

There are several variations of this experience which can be tried. In place of the drawing, the teacher can cut colored 3" by 5" cards into rectangles, squares and/or triangles, and put the pieces of cards into envelopes. The contents of each envelope should be identical in number, color, size, and shape of pieces. Prepare enough envelopes so that each member of the class may have one, and also prepare a few extras so that incomplete sets can easily be replaced. This takes some time, but once made, the envelopes can be used many times.

In class, students are paired off, and each individual is given an envelope with instructions to take out the geometric pieces and compare them with those of his partner to insure that both partners have identical sets of pieces. Once this is done, one of the pair is designated as teacher, the other as learner, and for the rest of the exercise the partners should sit back to back as before.

The "teacher" of each pair is now asked to arrange his pieces in any way he wishes. Once the arrangement is established, he must describe the arrangement to his "learner" so that the learner is able to place his pieces in an arrangement which is identical to that of his teacher. Throughout the exercise, the teacher is allowed to use verbal instructions only. The learner may not speak at all, but must rely solely on the verbal descriptions of the teacher.

When the teacher is finished with the instructions, the partners may look at one another's arrangements and note differences. After discussing any misunderstandings in communication which occurred, the partners should switch roles and repeat the experience.

Other variations of this exercise are to allow free discussion between the teacher and learner, or to have a third party arrange the pieces for the teacher. This often results in a more complex arrangement.

At the conclusion of the exercise, the class should discuss the experience in large or small groups.

Questions for discussion:

- What communication problems arose?
- What factors in communication enhance or improve accuracy or understanding? (examples—vocabulary differences, knowing one another, similar experiences, feeling about other person, listening, concern about giving directions, etc.)
- What feelings did you experience as a teacher and as a learner?

Did your feelings affect the communication process in any way? Were you frustrated? Why? Did you give up? Why? How did you feel about the way you gave directions? How about your feelings when you compared your drawings or arrangements?

- The communication process includes sending and receiving messages. How can we improve the sending (in this case, verbal messages) process and receiving (listening) process?
- How is communication affected by how a person feels (physically or emotionally)?. . . by how a person feels about the person with whom he is communicating? . . . by how the person feels about the topic of communication (interesting, boring, etc.)?
- How can you personally improve your methods of communicating? (This could serve as a written assignment).

The discussion should also include students reflecting on personal experience where a problem has arisen because of a communication misunderstanding (A situation at home, school, with a boyfriend, girlfriend, etc.). Considering their personal experiences and the activity just completed, students can come to understand and find ways to achieve the intent of the following statement.

"Communicate not to be understood but so that you cannot possibly be misunderstood."

Understanding and improving the ability to communicate, as well as gaining experience in communicating ideas, feelings and thoughts, is essential to group process. There is, however, another important aspect of communication that needs to be explored—the *willingness* to communicate. Many people have the ability to communicate but for one reason or another may not be motivated to do so.

Trust experiences

One major factor that influences whether a person is willing to communicate is the degree to which that person trusts both self and others. The following exercises are designed to help students examine personal feelings of trust and get to know one another.

For the first two exercises, the class is divided into pairs, with one member of each pair designated as teacher, the other as student. The student may not speak and *must keep his eyes closed*. The teacher is free to use any approach to "teaching" including talking, touching, directing, etc.

- The teacher "directs" the student through various parts of the room or building, helping him to learn (experience) as much as possible for three minutes. Examples of experiences include going up and down stairs, running, etc. At the end of three minutes, reverse roles and repeat.
- The teacher moves a chair some distance from the student and then proceeds to direct the student into the chair. (The student is

not allowed to feel for the chair with his hands, but must rely solely on the directions of his teacher.) After the exercise, the partners should exchange roles and try it again.

At the end of the trust experiences, each person is asked to write about the feelings he experienced as a teacher and as a learner. Writing out these feelings helps each person to reflect on his reactions to the exercises prior to discussing these feelings with a group. Once written, responses should be shared in large or small groups.

Questions about the trust experiences:

- Describe feelings you experienced as a teacher and as a learner.
- What produced the changes in your feelings?
- What effect did different teaching approaches have on your student?

The teacher should raise questions about feelings related to quality of directions, bumping into something, holding your hand, not touching you, stumbling, etc and their effect on teaching and learning.

The following are examples of questions which could be considered by the class in a general discussion of the concept of trust, especially as it relates to teacher-student relationships:

- Some students are very trusting. Others are not. Why?
- In the exercises, what teaching factors influenced the student to trust, or to lose trust?
- If one person trusts another, i.e., student trusts teacher, what could the teacher do to the student?
- Describe the relationship between trust and responsibility.
- How would you describe levels of trust in personal relationships? Can you trust someone in one area but not in another? ("I trust him with my money, but not with my wife").
- What are some of the risks and joys of trusting? (Hitch-hiking, talking with strangers, trying something new, talking to someone about a problem, telling someone how you feel, etc.).
- What are some of the experiences which students have in school which build or destroy trust?

It is helpful at some point to have each person consider (mentally or on paper) his personal level of trust. Questions to consider would include:

- Do you trust others?
- Do others trust you?
- What are your feelings about trust?
- Do you trust yourself?

Depending on the level of trust in the group, these feelings may or may not be shared with others in the class. If the level of trust is low, it is essential that the class explore ways in which trust can be developed (student to student and student to teacher) so that there can be meaningful communication.

As seen in the trust exercises, teaching something a person already knows (sitting in a chair, running etc.) can be difficult when the learner does not trust the teacher. The non-trusting person proceeds very cautiously, and needs a great deal of encouragement. Some people are so lacking in trust they can learn little. On the other hand, some people are so trusting of others that they will do anything. Naturally, there are many people who fall between these extremes.

It is vital that we understand the importance of trust if a relationship is to grow, and that we determine personal levels of trust.

Once we understand ourselves and others in terms of trust, we can decide if the experience and its possible benefit is worth the risk. If you trust someone—as in the trust walk or sitting in the chair—you could get hurt physically. Also, if you trust someone emotionally—love someone—you can be hurt emotionally. On the other hand, trusting someone can bring a great deal of joy and understanding to one's life.

Responsibility for the trust another person has given must be seriously considered. Since the result of a person's trust in another can have devastating consequences, it cannot be taken lightly. It is important then, to know not only your own level of trust, but also the level of trust others have in you so that you may be responsible. Lacking such awareness, you may destroy the trust someone has given you.

Discussion:

Suggested at this point is a class discussion of situations where students have been hurt by trusting another, or where they have inadvertently hurt another who trusted them to a greater extent than was realized.

USING GROUP PROCESS SITUATIONS

Students will be better able to engage in productive group discussion if they know one another and if they have an understanding of, and an appreciation for, communication and trust. As a general rule, groups should be large enough to provide a variety of ideas, but small enough to allow every group member the opportunity to become fully involved in the discussions. Usually, four to eight persons per group will work best, depending on the topic, physical facilities, time, and overall size of the class. Equally important in determining group arrangements is the teacher's personality, frustration level, and perception of educational responsibility. These teacher differences—as well as differences in students, communities, and schools—demand flexibility in planning group activities.

Introducing the discussion topic can be fun and interesting. It should be introduced as an exciting and important issue. The teacher should avoid stating the topic in such a way that a particular response is implied or expected, e.g., "Drinking underage is bad." Instead, the topic should be phrased in terms such as, "How do you feel about people underage drinking?" By asking students how they "feel," the threat of right or wrong responses is diminished, and students will feel freer to become involved in the discussion. Keep in mind, however, that this type of question demands that any answer be accepted. The instructor/facilitator should expect that students will challenge the system by experimenting with various, sometimes absurd, responses. Students may at first make outlandish or shocking statements simply to test their effect on the teacher and to determine whether certain answers are, in fact, expected or preferred. This testing should be viewed as a stage in the learning experience. Once students find that they may speak openly without fear of rebuff, they will normally settle down to more serious consideration of the topic. Both students and teachers will have to work at asking and answering open-ended questions so that, ultimately, honest and spontaneous discussion will be encouraged.

After the topic has been defined, some groups typically need help in organization and direction. The group will need to know who will initiate the discussion and how to proceed to the conclusion. One technique is to have group members state their birthdays. The person whose birthday is nearest to the day will be first, next nearest second, and so on. Another way would be to respond in alphabetical order using the first initial of the last name. This, of course, is a highly structured approach and, as stated earlier, will not be indicated for all groups. Nor is it likely to be necessary more than once with any group. In any case, when used, the group must obviously begin immediate discussion of their birthdays, names or whatever, to determine the order in which the group members will respond. This type of initial discussion helps the group to relax, to get to know each other, and to become comfortable in conversation.

After establishing the order of response, each member may be asked to make a statement about the topic before discussion begins. The initial statements will enable every student to become involved and will serve as springboards for interaction. This technique can be expanded, if more direction seems necessary. For example, after each person makes a statement, the person to the right may be asked to paraphrase that statement. The paraphrase must be approved by the original presenter of the statement before further statements may be made. Thus, further interaction and communication is stimulated. Once groups get going, discussion is self-generating.

Teacher/facilitators should keep in mind that both they and the students will need some time to adjust to the group process. Remember

that mistakes are not failures, but learning experiences. The teacher should experiment with the group process until a workable approach is found, then continue to experiment. Variety, after all, is more fun. The first group discussions might be only five or ten minutes in length, or just enough time for all group members to respond. With experience, the group may be able to function in productive discussion for entire class periods.

GROUP PROCESS EVALUATION

Evaluation is essential to group discussion if learning and change are to occur. Statements and ideas must be evaluated not as "good" or "bad" but as steps in the decision-making and problem-solving process. Flexibility about how, when, and what to evaluate is important. Some statements or sets of statements should be evaluated by the group as a whole. In many cases, however, evaluation may be left to each individual. In all cases, evaluation should be employed as a tool for learning.

Evaluation of the group process and the group's discussion performance is most important. Is everyone involved? If not, why not? Is the group looking at the issue in question? What needs to be improved? Do group members interrupt each other? Are some group members preoccupied and not involved in the discussion? Do some members have difficulty expressing their ideas clearly? Is there a power struggle? It will be necessary, at times, to interrupt the discussion in order to focus on group interaction and to find ways to improve the process. An approach which has value for individuals as well as the group when there is a process difficulty is to have each person write out a description of his own participation and contribution to the process. These statements can then be exchanged verbally with the group. Each person can also make suggestions for improving his participation in future groups. Again, experimenting with various approaches will strengthen the group process. One or two sluggish or chaotic discussions should not discourage the teacher/facilitator.

TECHNIQUES AND PROCEDURES FOR ALCOHOL EDUCATION

The following suggestions are not intended to be all-inclusive for an alcohol education program. They are intended as examples of approaches that might be used to initiate discussions related to alcohol. In many cases, the described approach will need to be augmented by additional material and information. In other cases, initiation of the discussion will be sufficient. The general organization moves from discussion of issues and topics to the discussion of personal feelings and decision-making—from general situations to more personal ones. Countless different approaches and techniques can be developed. The teacher/facilitator should constantly seek to improve and find new group processes.

Alcohol related decision-making

This exercise will help students gain awareness of how people make decisions about drinking. The class is organized into groups of four or five students. Each person is asked to write out as many responses as possible for each of the following questions:

- How do people decide to drink? (What factors influence or motivate a person to drink)?
- How do people decide how much they are going to drink? (This question can be answered for one occasion or over an extended period of time).
- How do people decide not to drink? (This question may be answered for an occasion or over an extended period of time).

After about five minutes, the group should designate a recorder. Each person in the group shares one response at a time to a question while the recorder compiles a cumulative list. The sharing of one response from each group member continues until all the responses of all members have been listed by the recorder for a given question. The group proceeds in the same way for each of the three questions to develop a group list of responses.

The same general procedure is used to share the group lists with the class—a single response from one group, then a response from another and so on. Group recorders should add new responses to their own group lists.

With the cumulative lists, each group is asked to place a letter in front of each response which best indicates motivation for the decision:

"P" Personal preference—like the taste, enjoy it, socialize, etc.
"F" Feelings—depressed, happy, sad, problems, etc.
"S" Situations—peer pressure, weddings, law, church, parties, etc.
"I" Information—when knowledge about alcohol leads to the decision
"X" Any response not covered by other letters.

The groups are now asked to decide what factors (based on letters) seem to be the most popular (greatest number of letters) in motivating decisions described by the three questions.

From these observations of motivating factors, the students will become aware of the need to look at feelings, situations, and themselves, in addition to information as they study alcohol-related decision-making. The class may also discuss the motivations that seem most prevalent for high school students.

Discussing both sides of an issue

In general, this activity reduces defensiveness in the discussion of controversial issues. Students are assigned the position they are to discuss so they are generally more open than if they were discussing a personal position. Also, supporting a position which is different from one's personal position may help students in understanding and appreciating different points of view.

Selecting controversial topics which are relevant and interesting will stimulate lively discussions. Students will see that alcohol decisions have meaning in their lives. Some possible topics are:

- Age limits for legal purchase and consumption of alcoholic beverages
- Restricting participation in school activities as punishment for drinking by students
- Underage person asking a friend of age to buy alcoholic beverages
- Helping a person who has a drinking problem
- Serving alcoholic beverages to children in the home
- Revocation of driver's license for drinking and driving
- Students drinking at school activities.

When the topic for discussion has been selected, the class can be divided into pairs with each pair assigned either an odd or an even number. The "odd" pairs might be asked to discuss the points in favor of the issue, and the "even" pairs could present points against the issue. The pairs should be given a few minutes to develop the points for their assigned positions. One odd pair is then matched with an even pair. The odd pair is given a few minutes to present its position. Finally, the pairs

can freely discuss the topic from their assigned perspectives. At the conclusion of the free discussion, the original positions of the pairs can be reversed. Each pair then develops points to favor the position they had previously opposed. They should include all the good points made by the pair they were matched with. The *pairs* can then be rematched so that each pair is discussing the newly assigned position with a different pair.

Role playing

This is a particularly effective technique for helping students to understand how they see the world and people. Role playing also has some special advantages for helping students discuss sensitive interpersonal situations. First, it helps them to overcome personal sensitivity. Since, in role playing, a student speaks for someone else, there is no need to become defensive when challenged. It is unknown whether the opinions expressed are personal so students are less defensive and can respond as they feel the person whose role they are playing would respond. Furthermore, role playing helps students to actively relate to the feelings of other persons. The student who argues from a "father's" point of view, for example, may be helped to understand views which previously had seemed totally foreign.

The class is divided into groups so that each person has a role in the discussion. Specific roles—mother, father, teacher, policeman, teenager, etc.—can be written on cards. One person may serve as recorder and observer. This will help when the group analyzes its role playing at the conclusion of the time provided. Each group member chooses a card and discusses the topic from the point of view that would likely be held by the person indicated on the card.

Some suggested role discussion issues:

- A teenager calling his parents because he has had too much to drink
- A teenager comes home after having been drinking
- A teenager wanting to go to an activity where alcoholic beverages will be available
- A family discussion about drinking
- Letting someone else drive your parents car
- Being stopped by a police officer who suspects you have been drinking
- Teacher, administrator, coach, nurse, and student discussing teenage drinking
- Teenagers discussing plans for a party and a suggestion is made to serve beer.

Fictional situations

Fictional situations which simulate decision-making and problem-solving in everyday settings have many of the advantages of role playing

in that a person can tackle a discussion topic from a more comfortable perspective than when trying to express and defend personal feelings. There are also opportunities to view actions and reactions from the standpoint of the various characters involved, which requires the student to become more sympathetic for others when imagining their difficulties, feelings, and reactions.

A few samples of this technique are presented here but individual teachers will probably find it quite easy to develop additional situations. In any case, the teacher/facilitator should study the situation carefully in advance, so that the group's attention can be directed to pertinent points.

Situation A. Mary has always enjoyed social activity. She has a large circle of friends who enjoy getting together often for parties. A good deal of drinking takes place at these gatherings. Mary usually has a few drinks but takes pride in rarely becoming intoxicated. Outside of these parties Mary may have an occasional drink, or a glass or two of wine with a special dinner. If she is driving she will have only one or, at most, two drinks in the evening or she may not drink at all. When asked about her drinking, Mary says that she enjoys drinking but that she does not allow her drinking to cause her to be anything other than herself. She explains that she does not want what she says or does to be the result of drinking but to be her true feelings and desires.

What's your opinion:

- about the way Mary drinks?
- about her drinking when she will be driving?
- about her drinking related to her feelings and behavior?
- of Mary's self concept?

What characteristics of Mary's drinking behavior indicate responsible use of alcohol?

Situation B. John comes from a family where alcoholic beverages are commonly served with meals and provided at family gatherings, even for the children. He has, as a result, been drinking almost as long as he can remember. In all this time he cannot remember seeing any member of the family intoxicated, high maybe, but not drunk. He himself has never been drunk. John is also very active in school activities, especially athletics. He knows the state high school athletic association has a rule against drinking and the coaches also have said no drinking during an athletic season. He personally feels that his drinking at meals at home and at the family get-togethers is not a violation of these drinking rules. He feels that since he does not drink on other than these occasions, and because he drinks so little, it is his own responsibility and not that of anyone else—state and school included.

What's your opinion:

- of serving alcoholic beverages to children?
- of John's family's use of alcohol?

- of school and state rules against drinking?
- of John drinking, especially as an athlete?

If you were John's coach and you found out about his drinking, what would you do or say to John?

Discuss how you, when you become a parent, will (or will not) use alcohol in your home, especially with your children.

For the discussion of these situations, the class should be organized into small groups. Each person can be asked to write his or her opinions of the situation. After about five minutes, each person may give his opinion to one question. Once everyone has shared opinions, the group should have an opportunity to discuss their opinions for a few minutes before going to the next question. The object of this experience is to have the students evaluate their opinions in terms of questions and other opinions on the issue.

Open-ended plays

The open-ended play is a partially developed decision-making situation from which the actors ad-lib to some conclusion. Plays may be acted out in front of the class, or may be acted out in small groups with every member of the class participating. For each group, there should be one member who acts as the recorder, writing down how the players resolve the situation. Acting the plays through several times, with actors and recorders changing roles, provides a number of different possibilities for solving the situation. At the conclusion of the action, the class can discuss the various alternatives and possible consequences of particular decisions. In this way, students can gain perspective on how others feel about various situations and can also gain valuable insights into their own views of decision-making.

Following are three open-ended plays. Students will also enjoy writing and acting out their own plays. In addition to the values of the open-ended play already mentioned, student-written plays will provide insights into their perceptions of the world, and what they view as important.

Play 1. Setting: Some students are having a party in the park. They have been there for some time drinking beer, playing ball, and listening to music. Two people have decided to leave and start walking to their car.

Friend 1: "I couldn't believe how much some of those girls drank."
Friend 2: "Where did they get all that beer anyway?"
(Before Friend 1 can answer, they see another student stumbling, mumbling, and trying to put a key in a car door).
Friend 1: (Laughing and pointing at the student)
"Look at (name) trying to put the key in the door. That's not even the right car."
Friend 2: "Hey (name) what are you doing?"

Drunk: Looks shyly at Friends 1 and 2. Starting to fall. Friend 1 reaches to provide support. "Whew—where is my car?"
Friend 1: "Right here," pointing to the next car.
(Friend 1 and 2 now walking to their car)
Friend 2: "(name) is too drunk to drive!"
Friend 1: "Yeah, do you think we should take his/her keys?"
Friend 2: "What if he/she won't give them to us?"
Friend 1: "We've got to do something."
Friend 2: "What can we do?"

Play 2. Setting: Two high school students, aged 15 and 16, have accompanied their parents to visit some friends who live 15 miles away. The parents have been drinking and talking for about three hours while the kids have been playing ping-pong and darts with the friends' children. It is nearing the time to leave, and the visiting kids observe that their parents have had quite a bit to drink.

Teenager 1: Man, have they ever had a lot to drink. Look at those empty bottles.
Teenager 2: From the way they sound, and the jokes they're telling, you know they've had a lot.
Teenager 1: I think I should do the driving on the way home (Teenager 1—just finished driver education and has had a driver license for only one week).
Teenager 2: I agree, but Mom and Dad will never let you. Besides, you've never driven at night.
Teenager 1: It would be a lot safer than having either one of them drive. I sure don't want to ride with one of them driving in that condition.
Teenager 2: They're not exactly falling down drunk, you know.
Teenager 1: Alcohol affects your abilities even before you get absolutely bombed.
Teenager 2: Okay, but we'd better come up with some pretty convincing arguments. Got any suggestions?

Play 3. Setting: During the Christmas holidays, two students home from college are planning a party for their friends. They discuss the guest list and activities with the mother of one of the students.

Student 1: Let's finish the guest list so we can start making the phone calls.
Student 2: Not so fast—is this a BYOB or do *we* buy the food and drinks?
Student 1: Well, I can't lay out money for the beer—and besides who said anything about food.
Mother: You should plan to serve food. I tell you what: your father and I will buy the food and help prepare it.

Student 2: That's great, Mom. Lot's of snacks will help. Food slows down the drinki g, and it seems to keep whatever you drink from goin to your head too fast.

Student 1: Maybe we could ask everybody to chip in some money, and we'll buy everything.

Mother: That sounds like a good idea. But remember that some of your friends don't like beer, wine, or mixed drinks; you'd better plan on some soda or punch—or even coffee.

Student 2: You're right, Mom. I know Ben and Judy would never touch anything but coke.

Student 1: We want to make sure everybody has a good time and that nobody gets out of line or has trouble on the way home.

Student 2: Well we can't watch how much everybody drinks—or how fast they get refills. What else can we plan to do?

I think, you think

"I think, you think" is a group discussion technique which helps students compare their perceptions of what they think others think, with what others really do think. Since many alcohol-related decisions are based on what a person thinks others expect, it is important that they know what, in fact, others really do think or expect.

In this exercise, each student is asked to write his position on an issue along with some reasons supporting this position. Issues to consider could include drinking age, to drink or not to drink, drinking of athletes, drinking at home, etc. The students are then paired and asked to sit face to face. With no conversation, each is now asked to write what he feels his partner's position on the issue is, and why he feels that. After two or three minutes, each person should then write what he thinks his partner has written about him.

At the conclusion of the writing, the partners share information about the topic, revealing their positions as well as their perceptions of each other. This technique can also be used another way, by having students write how they think parents or others might feel about certain topics. It is a fun exercise and can be very helpful in clarifying students', teachers' and parents' perceptions of each other.

Expression with art forms

Through montages and other art forms, students can express themselves and communicate their feelings and perceptions about various alcohol topics. In small groups, the students can view each other's montages and write their perceptions of what is being communicated. After everyone has had an opportunity to view each montage, they can discuss their perceptions. These discussions will help the students to see how different people get different perceptions from the same stimulus. Discussions can also be directed to looking at how people develop their

perceptions, how perceptions are influenced, and how they are changed.

Montages are made by cutting pictures and words from magazines or newspapers and arranging them in a way which expresses feelings, thoughts, or ideas related, in this case, to alcohol. The pictures are mounted on cardboard to form a sort of poster. Personal drawings and sayings may be added to the pictures to individualize expressions. One major advantage of the montage is that it provides an alternative opportunity for communication for those students who have difficulty expressing themselves verbally.

Another approach for expression through cut-out pictures and sayings is to have them attached to a brown paper bag (12 or 16 pound grocery bag). One panel (side) can be for pictures and sayings about personal reactions to alcohol, another for feelings about drinking and driving, another for reactions to people who are problem drinkers or alcoholic, and another for ideas about alcohol education. The top of the bag when placed open end down is for the most crucial problem relating to alcohol. The inside of the bag is for personal and private feelings, reactions or ideas about alcohol. When completed (make it a home work assignment), students share their bags with the small groups. They do not have to show the inside of the bag, unless they want to. If one person chooses to share the inside, it does not obligate others to follow suit. *Inquisitiveness about, and the sharing or not sharing of private feelings, is an interesting discussion topic in itself.* After the small groups have shared their bags they can be placed on the desks for others to view and discuss.

Music

Music is another medium that can be used to develop a mood and to stimulate discussions about alcohol-related topics. Much of the modern, country-western, and even classical music contains references to alcohol. Music is a very important part of students' lives. As a means of expression and communication, it has a vital role to play in the classroom.

When using music in the classroom, it is helpful to shut off the lights, close the blinds, and even have the students close their eyes so that they can concentrate fully on the music. If the lyrics are difficult to understand, they should be printed and distributed before the music is played. Perhaps the most effective use of music in the classroom is a song sung by a teacher or student. At the conclusion of the song, it is helpful to allow the students a couple of minutes to think about the song before starting a discussion.

Having the students write down some of their feelings or reactions to a song prior to discussion is also helpful. Pose questions such as:

- How did you feel while listening to the song?

- What thoughts went through your mind?
- What may have influenced the lyricist to write the song?
- Are there any songs which have particular meaning for you?

Exploring emotions

Exploring emotions is an exercise to initiate student awareness of individual differences and to stimulate emotional expression. Each student is given a list of incomplete sentences and asked to complete the sentences with the first thought that comes to mind. Examples include:

- Frustration is . . .
- Loneliness is . . .
- Excitement is . . .
- Fear is . . .
- Anger is . . .
- Happiness is . . .
- Joy is . . .

etc. After writing a first thought, each person should be asked to go back and add additional endings that come to mind.

One approach to group sharing is to have each member of the group read his completion to one sentence of his choice. After each person has shared one ending, the group can talk about their responses in a discussion which can then lead to further sharing of other reactions and responses. After about ten to fifteen minutes of group interaction, the group can then discuss the following questions:

- How would you explain the differences in feelings of persons who experience the same event but come away from it with different emotions? For example, suppose two persons see the same movie. One feels sad, the other feels happy. Or, in a room full of people, one person feels lonely, but another does not.
- How can a person become better aware of emotions he is feeling, or of the emotions of others? How do people express their emotions? Are overt expressions always true indicators of inner feelings?
- How do individuals cope with emotional feelings? How can others help an individual to cope with his emotions?

Other forms of open-ended statements can also be used to help students initiate discussion. Examples are:

- "I am happiest when . . ."
- "I get uptight when . . ."
- "I would like to . . ."
- "I was afraid when . . ."

etc.

Building self-concept

Building self-concept is a technique for helping students to see the positive side of themselves. A great deal of abusive drinking is related to

poor self-concept and feelings of inferiority and inadequacy. It is therefore essential that time be specifically devoted to helping students develop and grow in positive feelings about themselves. This technique will help students see their personal strengths and will also help them identify and communicate strengths they see in others.

The initial reaction of students when the experience is explained will indicate the level of feelings and difficulty they have in expressing positive perceptions about themselves and others. This unfortunate condition exists because students labor under the destructive perception that to express personal strength is bragging. Overcoming these perceptions is not easy, but the warmth and joy students experience as they learn to share personal strengths and those they see in others will help them understand the power of positive thinking.

Groups of three or four generally work best for this exercise. Each person is asked to write statements expressing strengths they see in themselves (all the personal qualities, feelings, and abilities they feel good about). Ample time should be allotted for students to meditate and write. This will infer that they have a great deal to write about and will also help to give credence to the seriousness of the experience. At the conclusion of this time, each person should be asked to write the names of each other group member on his paper. After each name they are now to write the strengths they see in that person. Again, sufficient time should be allowed for meditating and writing. *The function of the writing is only to help students think about their thinking, and what they write is for themselves only.*

An order for sharing is established. The first person verbally expresses personal statements of strength. When the first person has concluded, each member of the group now shares with the first person statements of strength they see in the first person. Each person is asked to look at the first person when they are listing strengths they see. This procedure is then repeated for each member of the group.

Students are then asked to describe feelings they experienced during the exercise: feelings when they talked about themselves; how they felt when others were expressing positive feelings to them; and when they offered positive feelings to others. The teacher's observation of students' interactions—both verbal and non-verbal—will enhance the discussion. The objective of this discussion is to help students grow in comfort and understanding in perceiving positive qualities of themselves and others. It is helpful to discuss, by contrast, how easily most people can identify and share negative feelings about themselves and others—*Why is this so?*

Following this discussion, students often enjoy discussing dimensions of themselves that they would like to improve. In this way students can come to understand that, in addition to strengths, people also have shortcomings they would like to improve. We are, after all, imperfect.

Students also learn that there are dimensions of ourselves over which we have little or no control, while there are many areas over which we can exercise a great deal of control.

Taking control

Taking Control is an exercise directed at helping students understand that they can control and improve their own lives. Students identify how they can make their lives more happy and they make a commitment to doing it. The relationship of abusive drinking to unhappy living, as well as giving personal control to others, are the underlying motivations for this experience.

Each person is asked to write descriptions of four or five depressing conditions or situations. Now each person writes descriptions of four or five conditions or situations which make for happiness. After each statement they are to use "S" for self or "O" for others to represent who has responsibility for the depression or happiness. If the student is primarily responsible, use an "S". If your parents, girlfriend, or someone else produces the feeling, place an "O" after the statement. Following the "S" or "O", write a statement which identifies something you can personally do to reduce the depression and to continue or enhance the happiness. After these statements, identify a deadline time when you will do what you have said you could do!

Example

Depressed

1.	When I don't have money	S	Find a job	Today
2.	When I say yes when I mean no	S	Be more honest about feelings—and say "no"	Next time
3.	When friends get drunk	O	Tell them about my feelings	Today
4.				
5.				

Happy

1.	When I finish an assignment	S	Write a term paper that is due	Today
2.	When someone says they like me	O	Treat people humanly	All the Time
3.				
4.				
5.				

This information is discussed in pairs or in groups of four or five students. In addition to sharing the statements about happiness and depression, each person is asked to comment on the S's and O's (Who is responsible for these feelings and how do they feel about it)!

Later, the students are asked to reflect on what they have written and

said. Then they make a statement about themselves by finishing this open ended remark: "I see that I . . . ." These statements are then shared with the class.

Class discussion of the need to evaluate individual control given to others and control retained for one's self will be helpful in understanding the concept of control. Questions such as:

- What would motivate persons to give control of their "being" to others?
- Why is it that some people never allow others to control them in any way?
- How is responsibility for actions related to giving up or retaining control?
- How is the question of control related to relationships—family, friends, team, etc.
- How is responsibility for actions related to giving up or retaining control?
- How is the question of control related to relationships—family, friends, team, etc.

Discussion of specific alcohol related situations in taking individual control will also be helpful. Finally, enlightening discussions can be held relating to allowing peer pressure to motivate choices to drink or not drink, allowing feelings produced by others or self to motivate decision about alcohol, etc.

Letters to Ann

Writing letters to Ann is another approach that stimulates discussion of relevant alcohol related issues. Students can make a list of problems or situations they experience related to alcohol. From this list each student can write a letter of the problem or situation to Ann. The letters are then given to different students who write a response that Ann might give. The letters and the response are then discussed in small or large groups. Two examples of letters are provided.

Dear Ann: I play on the football and baseball teams at our high school. We have a rule that anyone drinking alcohol will be kicked off an athletic team. I was brought up to drink wine with meals, and my parents have always given me a glass of beer when they drink. My parents feel that the coach can't tell me what to do in my own home. I don't want to get kicked off the team; and I don't want to go against my parents. What should I do?

Signed,

Confused

Dear Ann: I'm 18 years old and a senior. In our state I can legally buy alcohol. Several of my friends who are not yet 18 have asked me to buy beer for them, which I have done. The other day, though, I learned that

if the police find out I have bought beer for minors I could be in serious trouble. I had never thought about it like that. How can I keep my friends and not buy the beer?

Signed,

Worried Buyer

Dilemmas

Dilemmas are difficult situations that provide conflicts in their resolution. Students first write how they would personally resolve the situation and then they share and discuss their responses in small groups. From personal situations or experiences they've known, students can develop dilemmas for class reaction. *Examples:*

- You have been wrongly accused of drinking and bringing beer to a school dance. It was two of your friends who brought and drank the beer. You know the only way you can get the principal to believe you is to tell him who actually did bring and drink the beer.

Do you tell the principal? Explain your decision.

- You're at a party and you know you've had too much to drink. Your parents have told you that no one else is to drive the family car. They have also said you should call if you ever feel you've had too much alcohol to permit driving. You know, though, if you call them they'll ground you for months.

What do you do? Explain your decision.

PART II

PILOT STUDY
Teachers' Experience and Reactions to using GROUP PROCESS AND ALCOHOL EDUCATION

INTRODUCTION TO PART II

The situation now facing schools and universities is not *whether* alcohol education should be offered, but *how* can alcohol education best be provided. And this question of how to do the job has frequently fallen to driver educators.

To aid teachers and others concerned with this vital responsibility, a number of curriculum projects have been undertaken. The materials developed have dealt with every aspect of alcohol from its production to the treatment of alcoholism. Facts and statistics are abundantly available.

There is, however, a need to help people personalize this information. They need help in decision-making and in discussing the alternatives and consequences of alcohol related decisions for themselves and others. Facts and statistics, alone, are not enough.

One step toward meeting this need is the development of *Group Process and Alcohol Education with Strategies for the Classroom* by the American Driver and Traffic Safety Education Association (ADTSEA). This Guide

presents ideas and suggestions for instructors of alcohol education at all levels, with specific suggestions and examples for driver education teachers.

The Guide reflects input from many people and sources. An initial draft was sent to several prominent educators and professionals in the area of alcohol studies. Their reactions and suggestions, along with those of others involved in special meetings to discuss the materials, were used in revising the initial draft. Without exception those involved felt that this approach would be of value to teachers. They felt, however, that the concept and materials ought to be tried out on potential users (high school driver education teachers and students) on a pilot study basis. The purpose would be to get their reactions to the approach in terms of how they felt about using it. Additionally, it was thought that such a study might reveal difficulties in using group process in alcohol education and, possibly, offer suggestions for potential future users.

INSERVICE WORKSHOP

A workshop was planned to serve as a model and to familiarize teachers with use of the concept and methods presented in the Guide. Workshop participants (teachers) were to have opportunities to express their own feelings about alcohol and learn how group process could be used in the classroom to gain empathy for students' positions and feelings.

The consultants met on several occasions to discuss the who, how, when, and where of the workshop. A number of nagging questions regarding availability of teachers, administrative cooperation, variety of students to be involved, and workshop costs were reconciled when officials of the Milwaukee Public Schools offered to join in the project.

There were, of course, inherent limitations. Milwaukee was a big city program with a large number of experienced teachers. Many of the teachers were firmly entrenched in their instructional styles. Milwaukee was also located in a state where drinking is a predominant custom. The consultants felt that the foregoing factors would provide a real challenge for the feasibility of using the group process in the classroom. They agreed that if there was acceptance by Milwaukee teachers and students, the materials could have utility for other situations.

Selection of the participants (driver education teachers) to be involved in the project was based upon their:

- Willingness to participate
- Involvement in teaching alcohol education
- Availability to participate in the workshop
- Interest in trying a different approach to teaching.

The workshop director, after offering an overview of the workshop plan and proposed experiences, asked the teachers how they felt about the potential for the group process approach for *their* students. The

teachers' responses were varied:

- "Sounds great, but I doubt if my students are ready for it."
- "It takes too much time away from my regular routine."
- "This is not the approach I'd originally take—maybe it'll work, but I doubt it."
- "Sounds great, can't wait to try it."
- "Sure sounds as if it would involve a lot of movement and noise."
- "Not sure I'm ready for this."
- "With enough preparation, my students might handle this well, but I'm not sure they've had enough experience with groups or alcohol."
- "I've tried something like this and the kids really seem to enjoy it."
- "Sounds like a lot of fun, but do the kids really learn anything from it?"

Initially started in December of 1975, the workshop was postponed after the first meeting until several weeks prior to the scheduled time for presentation of alcohol education in the Milwaukee driver education program. The teachers felt they could benefit more from the workshop experience with such a rescheduling. They also suggested that two or three workshop sessions should overlap their initial efforts to use the techniques in their own classrooms.

The sessions were conducted early in 1976 on February 4, 11, 18 and March 3, 10, 17, and 24 prior to the teachers using the concepts and materials in their own classrooms, and on April 7, 14, and May 12 during and after such use. The workshop sessions were held in the evenings from 7:30 to 9:30 p.m.

Format of the workshop was a model of a high school classroom alcohol education program. The teachers were involved as high school students would be involved in using the classroom strategies outlined in the Guide. The teachers expressed their personal feelings, opinions, and ideas about a variety of issues. They also discussed the impending use of these approaches in their own classrooms.

In addition to the planned content of the workshop, the participants were encouraged to bring to the sessions other information, questions, and ideas about the group process and suggested content.

The issues included, but were not limited to:

- Early drinking experience—personal, family, and others
- Personal feeling about drinking
- Experiences and feelings about drinking and driving
- Personal feeling of trust in self and others
- Personal methods of coping with emotions and feelings
- Anticipated responses to alcohol related discussion situations.

SELECTING CLASSROOM EXPERIENCES

The question of when, how, and what specific experiences from "Group Process and Alcohol Education" were to be used in the classrooms was left primarily to the individual teachers. At the workshop, general formats and common exercises were discussed. It was agreed that since the group process and suggested ideas were designed to be supplemental to an alcohol education program, and not the entire program, integration of the materials on an individual basis would be the best test. Each of the teachers then selected those ideas and procedures they felt most appropriate to their individual programs. The participants did agree, though, that all classes would need some experience and understanding of group process prior to the use of specific alcohol education activities.

The following outline includes some of the experiences from "Group Process and Alcohol Education" that the workshop participants felt ought to be considered for a five session alcohol education program.

Session One
- General introduction
- Getting to know each other
- Understanding communications

Session Two
- Alcohol related decision-making
- Discussing both sides of an issue

Session Three
- Role playing
- Fictional situations

Session Four
- Open-ended plays
- I think, you think
- Expressions with art forms

Session Five
- Music
- Building self concept
- Taking control

DATA COLLECTION

A questionnaire was developed to elicit teachers' feeling and comments about the materials. The teachers were asked to:
- Write three or more words to describe their feelings about using the group process approach
- Describe how the students responded to the instruction
- Identify difficulties encountered
- List suggestions for others who might use the group process approach.

The following chart presents the teachers' responses along with a few biographical details about each teacher.

Teachers' Responses To Using "Group Process and Alcohol Education" in the Classroom

Teacher*	Feeling (descriptive words)	Student Reaction (as seen by teacher)	Difficulties Involved in using the materials	Suggestions for other teachers
A Age 45 (21)	Interesting Different Enlighting Challenging	Four classes very active and enthusiastic but one class seemed bored. Students liked the activities but got carried away at times.	Finding group leaders and breaking the class into small groups of equal talent. Determining proper sequence for activities.	Eight-to-ten sessions not enough. Be careful that students don't get carried away.
B Age 39 (17)	Exciting Anticipation Hope	Students had fun doing the exercises but wondered why sometimes. Students seemed particularly enthusiastic about the communication exercise.	Difficulty in explaining why students would not be graded.	Start with group process at the beginning of the semester, especially by introducing the students to one another.
C Age 46 (22)	Excellent Different Interesting	Students were interested and cooperative.	Placing the activities in the proper sequence.	It all depends on how the teacher feels about the materials (no suggestions).
D Age 42 (10)	Success Failure Sincere	A few students wanted to be the whole show all the time. The give and take was realistic and encouraging.	Using role playing two days in a row.	Try it, use it—Make changes as you go along.

E Age 50 (11)	Positive Enjoyment Difficult	Most of the students reacted favorably. Some students even seemed to change their minds.	Major problem was the immaturity of the students.	Time seemed to be too short for all of the activities. Plan on more time.
F Age 45 (22)	Different Honesty	Generally interested and cooperative depending on the class.	Students were reluctant to respond sometimes.	You will need to feel out the students and vary the activities accordingly.
G Age 34 (9)	Good Relaxed Interesting Satisfying	I feel students acted as well as could be expected.	Major problem was the immaturity of the students.	Students need more experience with self-evaluating techniques.
H Age 32 (5)	Fun Work Good	Most liked the time together without "formal class."	Some students have difficulty talking to other students. Need more students who are group leaders for the small groups.	Teacher has to believe it will work. Teacher needs to be open and willing to work hard to pull students together.
I Age 51 (26)	Interesting Difficult Opportunity	Some students were negative; others worked well.	Age of the students; they sometimes could not predict the future; immaturity.	Teacher will need additional materials such as films, filmstrips, and tapes.
J Age 29 (8)	Rewarding Frustrating Interesting	They viewed it as a subject everyone should know about, but why me, I realize the problem.	The attitude of the students about alcohol—I'd call it the "Ha Ha" attitude.	Introduce students to interactive activities and group work before getting into alcohol.

*Numbers in parentheses are years of driver education teaching experience.

In looking at the chart it can be seen that the teachers involved in the pilot study were experienced teachers. This could be interpreted to suggest that this experience in the classroom allowed them to use the approach more easily than a less experienced teacher. On the other hand their experience could be interpreted to suggest that they were set in their ways and that if they, after their many years of experience, found value in the materials, then less experienced teachers would also find them easy to use.

The fact that the pilot study classrooms were in large city schools may raise the question of relevance for other classrooms. Some people might say that the problems of students who live in a major metropolitan area, are more complex and that the students are more experienced than those from small communities and would, therefore, readily adapt to these instructional techniques. Others would see the large city classroom as a racially mixed group of students with divergent values and feel that if the teachers there feel good about the materials any teacher should find them of value.

There is no end-all answer to whether or not driver education teachers ought to use this approach to instruction in alcohol education. We do have some reactions from teachers who have. These teachers' comments and reactions listed above may provide other teachers with some limited perspective from which to determine their own approach. Perhaps the following quotations taken from teachers' comments might provide some additional insight into their experience with the materials and procedures.

Some Quotes From Teachers

"Activities were very worthwhile in that the students learned how difficult it is to make sure that others understand what you say and the way you mean it to be understood."

"I had only limited success but I am encouraged with my first experience. I am looking forward to next fall to try again."

"I, like most teachers, am content oriented, and it is a real experience to deal with students on a student experience basis."

"The music helped to point out how large a role alcohol plays in our society."

"The trust exercise proved very helpful in introducing the alcohol unit, and the collage provided a visual aid which promoted class discussion."

"I felt the activities in which the students 'did' something were more valuable than traditional 'watching'."

"Communicating is difficult for high school students, particularly a racially mixed group."

"I feel that, because of these activities, my students have a greater un-

derstanding of drinking than any of my classes in the past."

"I hope that with this understanding they will be more responsible people in society."

Student Quotes

Opinions were solicited and the following quotations are representative of their reactions.

"It has helped me deal with some of my friends who drink."

"It doesn't help that much but it made you think."

"Helped me understand why people do what they do."

"It makes me more aware of people who drink."

"To be more stubborn about letting people who drink, drive."

"Well, I don't drink at all but it was nice talking about alcohol."

"I don't believe they are of any lasting value."

"They scared me."

"They haven't been of any value yet, but sometime they might."

"It made me understand some of my friends' reasons for drinking."

"They [group process experiences] haven't been helpful yet, but I'm sure they will be."

"When I went out and we were all drinking it seemed like I would take a different outlook on it."

"It helped me understand and cope with the people who do drink."

Other Data

Though the purposes of the pilot study were limited to exposing driver education teachers and students to group process experience and gleaning their reactions, suggestions, and difficulties encountered, the researcher did try to gain some modest insight into the influence of the instructional program on the teachers and students. Several pre- and post-test questionnaires were used. These instruments had been designed and used in previous studies of alcohol education curriculum materials in high school classrooms. The post-test responses of the students in terms of increased knowledge about alcohol and personal intentions related to alcohol were, in general, favorable. It must be remembered, however, that the teachers had integrated the group process technique with other materials and experiences so it was not possible to cull out what part, if any, of student change could be specifically related to the "Group Process and Alcohol Education." These data were also questionable since neither the teachers nor the students were randomly selected for the present pilot study.

CONCLUSION

The Pilot Study was designed to provide evidence of the value of "Group Process and Alcohol Education" as an instructional approach to alcohol education in high school driver education programs. The evidence was to be found in the feelings and reactions of teachers and students to the process and materials as well as the teachers' identification of difficulties encountered and suggestions for future users.

On the basis of the teacher-student feedback received, the researcher believes their is value in the group process instructional approach to alcohol education in driver education classes.

DISCUSSION AND RECOMMENDATIONS

Use of group process techniques will not solve all instructional problems and needs in alcohol education. Indeed, this study was not designed to demonstrate that such an approach would successfully modify behavior. Further, the researcher's bias in favor of the group process instructional approach is readily acknowledged. Recognizing these conditions, there remains reason to view group process instruction in alcohol education as a promising option. The pilot study reinforced this position.

On the other hand, it is recognized that the group process approach is not for every teacher. It requires teachers of particular sensitivity and skill. Attempts at instruction in group process by any but the most carefully sensitized teacher are likely to be unsuccessful. Indeed, they could prove detrimental to instruction.

It is, therefore, recommended that prospective users of "Group Process in Alcohol Education" prepare themselves with thoughtful care. Wherever feasible, course work in group dynamics and group process is encouraged.

Though a driver education teacher, because of special preparation and interest, may be well qualified for group process instruction, there remains the time consuming process of preparing students to participate profitably. Recognizing the time contraints driver education teachers usually face, it may be useful to work cooperatively with other teachers. Social studies, health, and driver education teachers, for example, could work together in orienting students to group process techniques. All could then use the group approach for appropriate instructional situations.

Finally, it is recommended that additional studies in group process in alcohol education be undertaken. Immediately needed in this area are studies designed to assess behavioral changes attributable to such instruction and to identify the type of teacher most suited to use this approach.

SUGGESTED RESOURCES

There is an abundance of available material relating to alcohol education. Curriculum specialists and teachers frequently sift through countless documents in search of those that will best meet the needs of a particular educational effort.

While no criteria are likely to be universally applicable, the guidelines listed here may prove useful.

- Does the material present information that will help young people think through their own attitudes and behavior in relation to alcohol, or does it present preconceived opinions and then present facts and attitudes to try to get students to come to the same conclusion?
- Does it directly or indirectly use negative scare tactics?
- Does it, wherever possible, always concern itself with the psychological and sociological aspects of alcohol choice, and not only with the purely physiological point of view?
- Does the material give the impression that it knows all the answers?
- Does it accurately present the socially acceptable uses of alcohol, as well as the problems caused by abuse?
- What does it contribute to learning that the students and teacher cannot do as effectively? Is it a "crutch" for the less capable teacher?

Some educators, in making material selection, have sought the counsel of interested patrons and community leaders. While the decision is made by the professional educators, such citizen input can be invaluable.

For teachers

Bacon, Margaret and Mary Brush Jones. *Teen-Age Drinking,* New York: Thomas Y. Crowell Co., 1968.

This book explores factors involved in drinking customs followed in other societies and among American adults; it cites reasons why teen-agers drink or abstain, based on surveys. Deals with stereotyped attitudes about teen-agers and other drinkers. Notes the social controls and legal restrictions on teen-agers. The book has an excellent chapter on pharmacology of alcohol. It is an excellent survey of at-

titudes among teen-agers on drinking. Sociocultural patterns, traditions, and parents are seen as the major influences on teen-age drinking.

Bacon, Selden, D. *Alcoholics Do Not Drink,* The Annals of the American Academy of Political and Social Science, 315: 55–64, January 1958.

The author systematically describes drinking as a social practice including function, rules, rationale, apparatus, personnel, sanctions, and other criteria associated with it. He differentiates deviations of the alcoholic from social drinking norms.

Brecher, Edward M. and Editors of Consumer Report. *Licit and Illicit Drugs,* Consumers Union, Mt. Vernon, N.Y.; 1972.

An excellent single source of information on all drugs. Useful source manual for teachers.

Cahalan, Don, Ira H. Cisin and Helen M. Crossley. *American Drinking Practices, A National Study of Drinking Behavior and Attitudes,* New Jersey: Rutgers Center of Alcohol Studies, 1969.

Carroll, Charles R. *Alcohol: Use, Nonuse and Abuse,* Dubuque, Iowa: Wm. C. Brown Company Publishers, 1970.

Finn, Peter and Judith Platt. *Alcohol and Alcohol Safety,* Washington, D.C.: U.S. Department of Transportation, National Highway Traffic Safety Administration, 1972.

This publication consists of six volumes—two volumes each for elementary school, junior high school, and senior high school. One volume is a curriculum manual for that level while the second is a teacher's activities guide. In terms of sheer volume, this is the most ambitious attempt to date to develop curriculum materials on alcohol education on a national level. Teachers will have to decide how much of the material can be effectively used within the realities of the time allocated to alcohol education in the curriculum. Teacher judgment will also be required to determine whether to use some of the activities as student projects. For example, Activity 222 (Vol. II of Senior High Level), suggests that students interview skid-row alcoholics and states "students may need to offer derelicts 50¢ for answering these questions." It is questionable whether such an activity should be included in an alcohol education program.

Lucia, Salvatore P. (ed.), *Alcohol and Civilization,* New York: McGraw-Hill Book Co., 1963.

McCarthy, Raymond G. (ed.), *Alcohol Education for Classroom and Community: A Source Book for Educators,* New York: McGraw-Hill Book Co., 1964.

The most comprehensive volume dealing with alcohol written to date. It deals with philosophy of alcohol education, effects of the use of alcohol, statistics, social problems associated with abuse, the alcoholic beverage industry, and it has a whole section on alcoholism.

The book includes contributions by the leading authorities in the fields cited.

McCarthy, Raymond G. (Revised by John Pasciutti), *Facts About Alcohol,* Chicago: Science Research Associates, 1967.

Miles, Samuel A. (ed.), *Learning About Alcohol,* Washington, D.C.: American Alliance for Health, Physical Education, and Recreation, 1974. 168 pp. $2.95 (soft cover) 20 percent discount, 10 or more copies.

This teacher's resource book is divided into three parts. Part I emphasizes the variety of attitudes about alcohol held by different cultures and social groups. Part II discusses the history of drinking customs, the teacher's role, principles, objectives, and curriculum approaches. Topics in Part III include values, norms and risk-taking; pharmacology and physiology of alcohol; misconceptions about alcohol; why people drink and do not drink; considerations related to appropriate, inappropriate, and abusive drinking. The book's appendices cover manufacture and uses of alcohol; a brief history of health and alcohol education; an annotated bibliography of teaching media and sources.

Milgram, Gail G. *Alcohol Education Materials: An Annotated Bibliography,* Publications Division, Rutgers Center of Alcohol Studies, New Brunswick, N.J. 1975, 304 pp. $12.50 (soft cover).

This publication is a unique resource. More than 600 public and private publishers and organizations were contacted and requested to provide copies of books, curriculum guides, pamphlets, leaflets, and periodicals. In addition to a bibliographic entry for each of the 873 titles, a summary of each publication's content is included. Staff of the Center evaluated each item for its content, readability, format, and attainment of stated objectives.

Pittman, David J. and Charles R. Snyder (eds), *Society, Culture and Drinking Patterns,* Carbondale, Illinois: Southern Illinois Press, 1962.

Selected readings on drinking patterns and restrictions on them in various societies.

Plaut, Thomas F. A. (prepared by), *Alcohol Problems: A Report To The Nation,* New York: Oxford University Press, 1967.

A report by the Cooperative Commission on the Study of Alcoholism, whose membership was composed of distinguished scientists. This report deals with the background of problems associated with alcohol abuse, and explores current prevention methods and treatment facilities. The conclusion is a recommendation for improvements in dealing with alcohol problems through a coordinated national approach.

Raths, Louis E., Merrill Harmin, Sidney B. Simon. *Values and Teaching,* Columbus, Ohio: Charles E. Merrill, 1966.

Simon, Sidney B., Merrill Harmin, Howard Kirschenbaum. *Clarifying*

Values Through Subject Matter, Minneapolis, Minnesota: Winston Press, 1973.

For teachers and students

Alcohol and Alcoholism: Problems, Programs and Progress. DHEW Publication No. (HSM) 72–9127, U.S. Department of Health, Education and Welfare, 1972 (Revised).

A monograph outlining the history of the use of alcohol in the United States, including the physiology. It discusses the nature and extent of alcoholism today, what is being done to alleviate the problem, as well as steps toward prevention and control. This booklet has an extensive bibliography and is suitable for use by students and teachers. It may be purchased through the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 for $.50.

People Do Drink and Drive: A Guide to Personal Decisions. American Driver and Traffic Safety Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, 1973.

Designed for youth groups, particularly high school classes. Though prepared specifically for driver education classes, it can be used for social studies groups and other youth oriented programs. Situations are presented that involve difficult decisions. A teacher's guide sheet is available. Single copies are $1.20; 25 copies, $15.95, write for quantity prices.

Teach Us What We Want To Know. Ruth V. Byler (ed.), Mental Health Materials Center, Inc., 419 Park Avenue South, New York, N.Y. 10016, 1969, 197 pp. $3.00 (Soft cover).

This is the report of a survey among more than 5,000 children of school age in Connecticut. The results reveal surprising kinds of health interests and concerns expressed by the children, evidenced in discussion, observation, and student writings.

Thinking About Drinking. National Institute of Mental Health of the United States Department of Health, Education, and Welfare. Reprinted by NIAAA, 1972, 31 pp. Publication No. (HSM) 72–9076. Order from U.S. Government Printing Office, Washington, DC 20402. Stock Number 1724–0187. $.35; $26.25 per 100.

A stimulating booklet for teachers and students. It has a quiz to test factual knowledge. Through the use of situational devices, it challenges conceptual understanding and attitudes about the use of alcohol. An excellent junior high student item. Because artwork is drawn, booklet will not become dated.

Other resources

American Medical Association, 535 Dearborn Street, Chicago, IL 60610

(For information and lists of materials available).

Distilled Spirits Council of the United States, 1300 Pennsylvania Building, Washington, DC 20004.

Mental Health Materials Center, 419 Park Avenue, South, New York, NY 10016 (Annotated bibliographies and evaluations of published and audiovisual materials).

National Congress of Parents and Teachers (PTA), 700 North Rush Street, Chicago, IL 60600.

Rutgers Center of Alcohol Studies, Rutgers-The State University, New Brunswick, NJ 08903.

Your State Department of Education.